DOCUMENT RESUME

ED 083 182 SP 006 975

TITLE	An Evaluation Instrument for a Competency-Based Teacher Education Program.
INSTITUTION	New Haven Education Improvement Center, Conn.
SPONS AGENCY	Connecticut Commission for Higher Education, Hartford.; Connecticut State Board of Education, Hartford.; New Haven Foundation, Conn.
PUB DATE	Aug 73
NOTE	66p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Arithmetic; *Evaluation Techniques; *Measurement Instruments; *Performance Based Teacher Education; *Performance Criteria; Reading Instruction; *Student Teacher Relationship

ABSTRACT

This document is an evaluation instrument for the Competency-Based Teacher Education Pilot Project; it was developed by teachers, parents, administrators and college faculty of the cooperating systems and institutions. The instrument itself is divided into three sections: Teacher-Pupil Relations, the Teaching of Reading, and the Teaching of Arithmetic. Within these divisions, suggested competencies are listed and the assessment procedures for each competency (with a format of indicator, criteria, and procedure) given. In addition to theinstrument itself, there is a brief project history, which states that the listed competencies were identified as being absolutely essential for maximizing the emotional, cognitive, and social development of children and that the instrument was designed to offer assistance and be supportive. The major thrust for 1973-74 is projected as the development and evaluation of competencies selected by the teacher participant and the evaluation team, acting together. (JA)

ED 083182

AN EVALUATION INSTRUMENT FOR A COMPETENCY-BASED TEACHER EDUCATION PROGRAM

Prepared for use in the New Haven School System/University of Connecticut/Yale University/Education Improvement Center Pilot Project in Competency-Based Teacher Education.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

New Haven, Connecticut

August 1973

SP006975

FILMED FROM BEST AVAILABLE COPY

Contents

Page

Foreword

Background of the Project - the First Year.....1

Phase Two - The Development of Teacher Competencies and Assessment Procedures.....3

The Project's Third Phase - 1973-74.....6

Teacher Competencies - Teacher/Pupil Relations.....11

Teacher Competencies - the Teaching of Arithmetic in Grades K-6.....26

Teacher Competencies - the Teaching of Reading in Grades K-6.....42

Appendix A - Record-Keeping Procedures.....59

Appendix B- Glossary of Terms.....60

F O R E W O R D

This Evaluation Instrument was developed by teachers, parents, and administrators of the Baldwin, King, and Brennan Schools of New Haven, with the assistance of School System Supervisors, faculty of E.I.C. member colleges and staff of the New Haven Education Improvement Center Inc. (E.I.C.) The instrument will be field-tested during the 1973-74 school year, with ten provisionally certified teachers and the practice teachers from the University of Connecticut and Yale University assigned to Baldwin, King, and Brennan Schools.

The Evaluation Instrument includes a review of the project's background; general procedures for the use of the instrument; and teacher competencies and assessment procedures for three clusters of competencies deemed of highest priority by the School Performance Evaluation Committees.

Note: The project was funded in August 1972 by the New Haven Foundation for $53,350, and by the Joint Teacher Education Committee (Public Acts 761 and 230) in June 1973 for $7,000. The project is administered by the New Haven Education Improvement Center, Inc. 16 Gem Street, New Haven, Connecticut, 06511.

Background of the Project -- the First Year

In July 1972 the New Haven School System, the University of Connecticut, Yale University, and the New Haven Education Improvement Center collaborated in the development of a proposal to implement a Competency-Based Teacher Education Pilot Project. The proposal was funded by the New Haven Foundation in the amount of $53,350.

During the initial year (1972-73) the following events were significant in the progress of the project:

+ Three elementary schools, Brennan, Baldwin, and King, were designated as participant schools by the Board of Education and participation was agreed to by the staffs and Parent Body of the respective schools.

+ The Brennan School staff and the combined staffs of Baldwin and King each elected Performance Evaluation Committees that included administrators, special services personnel, teachers, and a parent. In addition, the School System named a Supervisor to serve on each of the two committees.

+ Eighteen teachers requested to participate in the project. Due to time and financial constraints, it was possible to accept only nine of the eighteen. The nine teachers all have their provisional certificates and hope to attain the Standard Certificate on the basis of achieving specified competencies. Five of the teachers are at Brennan School, three at King and one at Baldwin.

+ The five teachers at Brennan received support during the year from Dr. Rose Verdi of the University of Connecticut. The responsibility of the University of Connecticut, as spelled out in the project proposal, was for Dr. Verdi to spend one-half of her time at Brennan School. The time at Brennan was to be divided between support of the participant teachers and support of the University of Connecticut's practice teachers.

+ The three teachers at King School received support during the second semester from Mrs. Caroline Zinsser of Yale University.

+ The teacher at Baldwin School received support during the second semester from Mr. Roger Landrum of Yale University. The responsibilities of Yale University were basically the same as those of the University of Connecticut.

+ The practice teachers at the three schools were also considered as project participants. The support each practice teacher received from Dr. Verdi, Mrs. Zinsser, and Mr. Landrum was much more extensive than usual due to the additional time each of the three spent in the schools.

+ The significance of the first year for the participant teachers and the practice teachers was in terms of the additional support received from the responsible college faculty person. None of the participants were evaluated as having demonstrated and achieved specific competencies, because the competencies and the assessment procedures had not yet been formulated.

+ A 35-hour workshop to formulate plans for the development of teacher competencies and assessment procedures was conducted in the spring of 1973. Participants were members of the two Performance Evaluation Committees (PEC) and other staff members invited by the PEC. The leadership of Dr. Lawrence Tilley and the materials he utilized (developed by Northwest Regional Laboratories) were invaluable to the participants in their development of three sets of blueprints:

  Set 1 - Brennan School staff -- the development of teacher competencies in Teacher-Pupil Relations

  Set 2 - Baldwin-King Schools -- means and methods for developing competencies in the Teaching of Reading

  Set 3 - Baldwin-King Schools -- the development of competencies in the Teaching of Arithmetic.

+ In workshops held in July these three blueprints were the bases for the detailed models culminating in the present document -- An Evaluation Instrument for a Competency-Based Teacher Education System.*

---

* The document designed by the workshop participants is available from the New Haven Education Improvement Center, 16 Gem Street, New Haven, Ct. 06511.

PHASE TWO -- The development of Teacher Competencies and Assessment Procedures

During July 1973 three committees worked to develop Teacher Competencies and Assessment Procedures. Each Committee was responsible for following and completing the set of plans developed by the participants in the Spring Workshop.

Each committee worked on one of the three categories of teacher competencies and assessment procedures deemed of highest priority by the two Performance Evaluation Committees: i.e. Teacher-Pupil Relations, the Teaching of Reading, and the Teaching of Arithmetic.

Each task was complex, difficult, and often frustrating. Members discussed, agreed, talked, rambled, wrote on long charts all over the room, used reams of paper, revised, refined, brought in college faculty, and other teachers and supervisors to serve as sounding boards, revised some more, and finally produced a first draft.

The revision of each committee's first draft was based upon suggestions from the other two committees. The second draft, with a request for suggested revisions, was mailed in late July to the staff members of the three schools, members of the Board of Education, the Superintendent of Schools and his staff, appropriate parent and community groups, college faculty of the University of Connecticut and Yale University, the New Haven Federation of Teachers, the New Haven Education Association, Board members of the New Haven Education Improvement Center, and other interested groups and persons. The suggested revisions will be read and considered by the three committees in early September and incorporated into the instrument that will be field-tested during the 1973-74 school year.

The three committees who determined and defined the teacher competencies and developed and described the assessment procedures contained herein, worked long, hard, and with real dedication. Their concerns, expressed in many ways, and throughout the effort were three-fold:

(1) We need to identify those teacher competencies that are absolutely essential for maximizing the emotional, cognitive, and social development of children.

(2) The description of the assessment procedures must convey to the evaluatees and the evaluators that the primary purpose of any evaluation system is to provide maximum information to the evaluatee and to do so in a supportive and helpful way.

(3) The desdription of the assessment procedure must convey to the evaluators, and to certain supervisors as specified in the procedures, that they have very specific obligations and responsibilities to the evaluatee and to the successful implementation of the evaluation system.

Those who participated in the present effort realize full well that their results are not the acme of accomplishment -- rather they look upon it as a breakthrough -- a "man-will-never-fly" kind of effort. For the present, you, the reader, are invited to study and judge the potential of the work of these committees in the development of an evaluation instrument for a Competency-Based Teacher Education System.

Present Status of the Project

The project's present status can be explained in terms of its relationship to a complete and operationalized Competency-Based Teacher Education Program. Such programs, according to Elam,* would include five essential elements. These five elements are shown in the chart on the following page. The chart describes the New Haven Pilot Project and this evaluation document in relation to these five elements.

The chart reveals that the New Haven Pilot Project will become a fully operational Competency-Based Teacher Education Program during the 1973-74 school year. The provisionally certified and practice teacher participants will progress toward the standard and provisional certificates, respectively, on the basis of demonstrated competencies. The competencies which can be demonstrated by the participants during the 1973-74 school year fall into three clusters:

+ Teacher-Pupil Relations
+ The Teaching of Reading
+ The Teaching of Arithmetic

A review of the 60-some competencies listed within these three clusters reveals overlap between competencies within a given cluster and competencies that are generic to all three clusters.

As the project enters its second year it becomes possible, for the first time, to have a clear picture of where we've been, where we're going, and how we're going to get there. The first year was characterized by extensive study, dissemination of CBTE information, closer collaboration between two colleges and the New Haven School System, and acquiring new Skills, Knowledge, and avenues of communication -- all necessary prerequisites to the design and implementation of a fully operationalized CBTE program. One other accomplishment of the first year's efforts is the present evaluation document which represents a major breakthrough for the project and enables it to become operational.

---

* Stanley Elam, editor, "Performance-Based Teacher Education: What is the State of the Art?", AACTE, One Dupont Circle, N.W. Washington, D.C. 20036.

The Essential Elements of a Competency-Based Teacher Education Program	A complete and operationalized CBTE Program would include the Competencies and Assessment Procedures for all facets of the Teaching Process and provide Professional Growth Opportunities to Achieve all Competencies	The New Haven Competency-Based Teacher Education Project
1. The Competencies, (Knowledges, Skills, Behaviors) are derived from explicit conceptions of teacher roles; stated so as to make assessment possible, and made public in advance.		1 & 2 The first draft of the evaluation instrument containing teacher competencies and assessment procedures for Teacher-Pupil Relations, the Teaching of Reading, and the Teaching of Arithmetic was completed in July 1973 by Committees of teachers, parents, and administrators/supervisors. The revised, operational draft will be ready for use in September 1973.
2. The Criteria to be employed in assessing the competencies are based upon, and in harmony with specified competencies. The expected level of mastery is explicit and made public in advance.		
3. Assessment of the participant's competency uses performance as the primary source of evidence; takes into account evidence of the participant's knowledge relevant to the specified competency; and strives for objectivity.		3. The evaluation instrument will be operational in September 1973 for field-testing throughout the 1973-74 school year in three elementary schools with provisionally certified and practice teachers.
4. The participant's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.		4. To be operationalized as of September 1973 in concert with the professional growth program and the evaluation process.
5. The professional growth program is designed to facilitate the development and evaluation of the competencies specified.		5. A professional growth program designed to facilitate the development and evaluation of selected competencies will be operationalized as of September 1973. This will be accomplished through the collaborative efforts of the New Haven School System, the University of Connecticut, and the Education Improvement Center of New Haven.

The Project's Third Phase -- 1973-74

Field-testing the newly developed instrument with the participant teachers and a professional growth program designed to facilitate the development and evaluation of selected competencies will be the major thrusts during the 1973-74 school year. In addition, the extensive support to the provisionally certified and practice teacher participants will continue.

A. Field-Testing the Evaluation Instrument

1. The Instrument's Format and Terms

   a) The competencies, while clustered, are not listed in any order or priority.

   b) The assessment for each competency has four parts:*

      (1) Context -- the conditions of performance for evaluation purposes

      Level A -- Knowledge

      Level B -- Simulated data (micro-teaching, peer-teaching)

      Level C -- Real Setting (the classroom)

      Level D -- In-Service (courses, workshops, modules, seminars)

      (2) Indicator -- what would you observe, ask or test to determine competency of evaluatee.

      (3) Criteria -- what level of competency will be required? i.e. 8 out of 10, 60%)

      (4) Procedure -- Who will do what?

      How and when will it be done?

      By whom will the final judgment be made?

   c) Other terms -- a glossary of terms used in this document is included in Appendix B.

---

* Adapted from materials developed by John Hulls, Educational Research and Testing, Florida State University, 1971.

2. Who will demonstrate competency?

The instrument will be utilized with ten provisionally certified teachers who elected to participate in the project.

The instrument will also be used with the practice teachers at Baldwin, King and Brennan Schools. However, the criteria and procedures for each competency will need to be revised, as deemed necessary by the college faculty supervisor and the master teacher.

3. Who will evaluate competencies?

a) There will be a two-member evaluation team (ET)* for each provisionally certified teacher, one member of which will be the principal or his designate. The second member will be a peer of and selected by the participant (the peer must be a holder of the standard certificate).

b) The observation or evaluation can be done by either Evaluation Team Member (ETM)* or by both members as long as this is clearly understood by all persons concerned prior to the observation or evaluation.

c) The first responsibility of those ETM who are teachers is to their students. Therefore, the participation of classroom teachers in the evaluation process will be limited by two constraints: (1) No person will serve on more than two Evaluation Teams, and (2) the number of observations or evaluations made for each participant will not exceed fifteen 1-1/2 hour blocks of class time. (Substitute teachers will be provided through the usual channels and paid for from project funds for those classroom teachers who are members of an Evaluation Team.)

4. Which Competencies?

The participant and the ET will discuss which competencies are of highest priority to the teacher. While the ET may suggest competencies, the final decision is that of the participant. While provisionally certified teachers generally have up to five years in which to earn the standard certificate, the continuing obligations of this project to the participants are limited to the 1973-74 school year.

---

* For the sake of brevity, ET and ETM will be used to designate Evaluation Team and Evaluation Team Member, respectively, in the following pages.

5. Under what circumstances will competencies be evaluated?

Prior to each informal or formal evaluation the following procedures will occur:

a) The teacher and the ET(s) will discuss the competency, the context, indicator, criteria, and procedure.

b) While the competency statement must remain basically intact, the assessment can remain as printed, be modified, completely revised, or new assessments can be determined.

c) The assessment agreed upon by the participant and the ET needs to be indicated in writing (or checked if one of the listed assessments is used).

d) All questionnaires and interview questions need to be discussed and formulated by the teacher and the ET cooperatively.

6. When will competencies be evaluated?

The participant and the ET will discuss the time schedule for informal observations, formal evaluations and the rate at which competencies can be demonstrated. The time, date, and rate is up to the participant, with consideration, of course, as to the schedule and responsibilities of the members of the ET.

7. What follows the evaluator's visit?

Following each visit the following procedures will occur:

a) As soon as possible the participant and the ET(s) will meet to discuss the assessment of the specified competency (more than one competency can be observed and evaluated at one time).

b) The data gathered by the evaluator will be presented to the participant. If the data indicate that evaluatee has met the criteria, the achievement of competency will be indicated in Appendix A of the Participant's Evaluation Document. If the data do not indicate demonstrated competency, the evaluator will so indicate.

c) In those assessments where the achievement of the competency is based more on the evaluator's judgment than on objective criteria, the evalator will present all the data, notes and assumptions that were used as the basis for the judgment.

d) A copy of all data collected and an account of the discussion and decisions reached will be written by the ET and left with the participant.

8. What about disagreements?

Every effort will be made to develop confidence and trust between the participant and members of the ET. However, in those cases where an honest disagreement occurs, the following course of action will be followed:

a) The participant and the ETM will prepare a brief statement explaining the disagreement: i.e., in terms of the indicator, the context, the criteria, the procedure, a combination of any or all of these, or the interpretation of the data.

b) The participant and the ETM will present this statement to the other ETM. A decision will be made by the three whether the resolution of the disagreement will be reached through (1) a separate assessment by the second ETM, (2) an independent interpretation of the data, or (3) some other means.

c) In those situations where there is continuing disagreement between the participant and an ETM, the participant can discuss the question with a member of the Performance Evaluation Committee (PEC) and request a replacement.

B. The Professional Growth Program

(1) Rationale --

The primary purpose of all evaluation is to promote the growth of the evaluatee. The degree to which any evaluation system will be successful in promoting growth is dependent upon three interacting factors:

+ The precision with which the competency can be isolated, identified and observed;

+ The attitudes, skills, and understandings of the evaluator;

+ The relationship between the information and understandings gained through the evaluation process and the professional growth program.

(2) Professional Growth Opportunities -- 1973-74

a) The provisionally certified teachers have applied to the University of Connecticut Graduate School. They will be considered as a special project group by the University.

b) The project will provide, through the University of Connecticut, three 3-credit graduate "courses" during the year. The "courses"* will be administered on the basis of exit requirements, specified as competencies in this instrument.

c) Two additional "courses"* will be offered by the University of Connecticut during the summer of 1974. These "courses" will be offered in New Haven and will also be administered on the basis of exit requirements.

d) In addition, workshops, seminars and classroom visitations will be planned on the basis of requests from the participants and the evaluators.

e) Information regarding the requests for workshops et al. from the participants and evaluators will be conveyed to the School System's Office of Staff Development. The In-Service Education offerings provided by this office will in turn be communicated to the participants and evaluators.

---

* Because of the uncertain status of proposed legislation that would mandate certification programs of a competency-based nature as an alternate to present requirements, the provisionally certified teachers will also earn graduate credits toward a Master's degree.

TEACHER-PUPIL RELATIONS

The Committee consensus is that teacher and pupil rapport is the foundation upon which the successful application of all other teacher competencies depend.

The qualifications deemed important for the development of effective Teacher-Pupil Relations are presented in three categories: Personal Qualities, Knowledge, and Teacher Competencies/Assessment Procedures.

Personal Qualities: Among the myriad desirable personal qualities, the Committees feels those listed below are vital:

1. The teacher has a Positive Self-Image and
   - + accepts constructive criticism and differences of opinion;
   - + responds in a positive way to students' questions;
   - + deals with emergencies with a sense of equinimity.
2. The teacher is honest with own feelings and limitations and
   - + works for self-improvement;
   - + utilizes self-evaluation techniques for self-improvement;
   - + knows own personal biases and is able to deal with them in order to treat each pupil fairly.
3. The teacher is a continuing learner and
   - + evidences a broad knowledge of and keen interest in local, national, and world events;
   - + reads professional literature, particularly that related to child development.
4. The teacher has warmth for and empathy with children and
   - + sees humor in a situation and can laugh with her class;
   - + is sensitive towards child's feelings.

KNOWLEDGE

The Committee to develop Teacher Competencies and Assessment Procedures related to Teacher-Pupil Relations elected not to list specific Knowledge Competencies. The Committee's position was that the achievement of the Teacher Competencies listed in the following section would only be possible with a comprehensive base of Knowledge in --

+ Child Development
+ The Social Interaction of Groups
+ Communication Theories
+ The Mores and Expectations of the Community

A thorough knowledge of these categories should enable the teacher to be more effective in establishing realistic expectations for her students; in communicating with students and parents; in assessing special interests and capabilities of children; in understanding the social interaction that takes place and what it means in terms of feelings and emotions of the children involved; in determining the peer status of children and designing ways to improve that peer status; in the recognition of severe social or psychological problems; in designing self-evaluation instruments that will provide data for professional and personal growth; to understand the expectations of the home and mores of the community and to use this in working with parents and planning for students.

Competencies Related to the Development of Effective Teacher-Pupil Relations

Competency No. 1 The teacher can give corrective feedback which pupils accept as supportive.

A. Assessment Procedure -- Context: Level C (Classroom)

+ Indicator -- The teacher's corrections are prompt and to the point.

+ Criteria -- In 3 out of 5 instances where corrective feedback is used, the teacher is judged by the ET (Evaluation Team) as prompt and to the point.

+ Procedure -- ET observes and records (written, tapes, video) the teacher in 5 corrective situations, and discusses results with the teacher.

B. Assessment Procedure -- Le

B. Assessment Procedure -- Context: Level C

+ Indicator -- The student accepts teacher's responses without evident frustration.

+ Criteria -- With 3 out of 5 students there is no evident frustration on part of student and student is able to continue constructive participation in class.

+ Procedure -- ET observes and records child's responses to teacher's feedback and discusses results with the teacher.

Competency No. 2 Teacher utilizes learning modalities and special abilities of student as a basis for learning activities.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher has made provisions for individuals' learning modalities and special abilities.

+ Criteria -- Teacher can explain why 10 students, chosen randomly, are using special activities that are based upon learning modalities and special abilities of each student.

+ Procedure -- The ET will observe and record the special activities that the randomly selected students are using during a 30-minute period and following the observation ask the teacher to explain the relationship between the activities and the individual interests and special abilities for each of the ten students.

B. Assessment Procedure -- Context: Level C

+ Indicator -- The teacher has set up interest centers.

+ Criteria -- ET should note at least 2 interest centers in classroom.

+ Procedure -- ET observes, counts number of interest centers, and discusses results with the teacher.

C. Assessment Procedure -- Context: Level C

+ Indicator -- The students choice of interest center materials and activities reflect their own special abilities.

+ Criteria -- The ET judges that 80% of the students' selection of materials or activities reflects special abilities of children as described by the teacher.

+ Procedure -- The ET observes and records students' selection of interest center materials and activities. These records will be discussed with the teacher and judged appropriate in terms of the teacher's interpretation of the special abilities of each student observed.

Competency No. 3 The teacher establishes a climate in which children feel comfortable to express their own opinions.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Children express their opinions orally.

+ Criteria -- A count by ET of number and distribution of opinions expressed.

+ Procedure -- Evaluator videotapes or otherwise records discussion in classroom and records the number and distribution of opinions expressed. This information will be discussed with the teacher.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher provides varied opportunities for children to express opinions orally and in written form.

+ Criteria -- A count by ET of the number of opportunities the teacher provided for children to express opinions.

+ Procedure -- The ET observes and records the number and type of opportunities the teacher provided for children's oral or written expression. The ET discusses these records with the teacher.

C. Assessment Procedure -- Context: Level C

+ Indicator -- Verbal and non-verbal responses from teacher and students are positive.

+ Criteria -- 80% of the verbal and non-verbal responses by the teacher and by students are judged positive by the Evaluator.

+ Procedure -- The ET observes and records (written, video, audio) the responses from the teacher and students during a 60-minute period, judges the responses, and discusses them and the judgment with the teacher.

D. Assessment Procedure -- Context: Level C

+ Indicator -- Students feel comfortable in expressing opinions.

+ Criteria -- Number of times in observed and recorded situations that children respond.

+ Procedure -- The ET counts and records children's responses and discusses results with the teacher.

E. Assessment Procedure -- Context: Level C

+ Indicator -- The range and quality of opinions expressed by children.

+ Criteria -- The quality of student responses ranges from concrete to abstract.

+ Procedure -- The ET will observe and record student responses, place these responses on a scale from concrete to abstract and discuss findings with the teacher.

Competency No. 4 Teacher gives directions which are understood by children.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Children have enough information to begin task with a minimum of questions.

+ Criteria -- 80% of children can begin task successfully without asking further questions.

+ Procedure -- The ET records the names and number of children who cannot begin work because they apparently do not understand directions, and discusses records with the teacher.

B. Assessment Procedures -- Context: Level C

+ Indicator -- Children can repeat directions.

+ Criteria -- 80% of children asked can repeat questions.

+ Procedure -- The ET selects at random 5 children to repeat a set of directions given by the teacher. Their responses are judged by the ET in terms of basic ideas or context (not word for word).

Competency No. 5 Teacher Develops Children's Self-Reliance

A. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher provides independent activities

+ Criteria -- The ET will observe and record the number and variety of independent activities available for children's use.

+ Procedure -- Teacher will discuss with and explain to the ET the provisions made for independent activities, and the ET will share with the teacher the number and variety of independent activities.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Children know how to use independent activities.

+ Criteria -- 80% of the children use independent activities with success.

+ Procedure -- The ET will observe and record ten children, selected at random, using independent activities. The ET will ask each child to explain the independent activity following which the ET will judge the degree of success the child is experiencing with the activity.

C. Assessment Procedure -- Context: Level C

+ Indicator -- Children show growth in ability to use independent activities.

+ Criteria -- The combined level of success in the use of independent activities by 10 children, selected at random, will increase, over a 6-month period, by 30%.

+ Procedure -- The ET will video tape 10 students, selected at random, on at least 3 occasions over a 6-month period and judge the level of success each child is having in the use of independent activities.

Competency No. 6 Teacher has ability to select and assign tasks that are appropriate to the interests and capabilities of children.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Children understand assigned task.

+ Criteria -- 80% of children complete task.

+ Procedure -- Teacher will collect product of assigned tasks for all children. The product will be reviewed by teacher and ET in terms of completion and accuracy.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Children indicate interest in assigned task.

+ Criteria -- 80% of children show interest in assigned task.

+ Procedure -- Through video tape and/or interviews with 10 children, chosen at random, the evaluator will judge interest level (questions to be asked will be developed cooperatively by evaluator and teacher).

C. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher assigns a variety of tasks that differ in kind and level of difficulty.

+ Criteria -- 80% of children are working at instructional level (i.e. challenging but possible).

+ Procedure -- The ET will observe and record the responses of the children as they work on an assigned task. The ET may also review the products of assigned tasks and determine whether each assignment was appropriate to the child's capability.

Competency No. 7 The teacher responds to inappropriate behavior in ways that are clear to, appropriate for, and supportive of each child.

A. Assessment Procedure -- Context: Level C

+ Indicator -- The child understands teacher's response to a specific inappropriate behavior.

+ Criteria -- 4 out of 5 children who have been the recipient of a teacher's response to inappropriate behavior can express understanding of that response.

+ Procedure -- The ET will observe at least 5 situations in which teacher responds to inappropriate behavior. Teacher, in the presence of the ET will interview children to determine each child's understanding of the teacher's response.

B. Assessment Procedure -- Context: Level C

+ Indicator -- The teacher responds to similar kinds of inappropriate behavior in a variety of ways.

+ Criteria -- The ET will observe and record the teacher's response to one kind of inappropriate behavior evidenced by at least 3 children.

+ Procedure -- The ET will discuss with the teacher the records of the observation. The teacher will explain the rationale for the responses to each of the 3 children. In addition, the teacher will be asked to discuss the three most common kinds of inappropriate behavior and explain what response would be appropriate for and supportive of each of five children, selected at random.

C. Assessment Procedure -- Context: Level C

+ Indicator -- Decreasing inappropriate behavior by students.

+ Criteria -- In a 6-month period, the ET finds evidence of fewer instances of inappropriate behavior with 60% of the students in the class.

+ Procedure -- The ET will use video tape for a minimum of 3 observations to record classroom behavior over a 30-minute period. The ET and teacher will view and discuss the video tape. The ET will judge discussing inappropriate beavhior on the basis of a count of inappropriate behavior as observed on the video tape.

Competency No. 8 The teacher can establish boundaries that are clearly understood by the children.

A. Assessment Procedure -- Context: Level C

+ Indicatcr -- Children understand boundaries.

+ Criteria -- 70% of children are able to list class rules for behavior.

+ Procedure -- The ET will select 10 children, chosen at random, and ask them to list class rules for behavior. 90% knowledge of class rules will be deemed adequate.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Student's behavior is consistent with boundaries.

+ Criteria -- 70% of observed behavior is within established boundaries.

+ Procedure -- The ET will observe/count/list or viedo tape behavior and judge whether the behavior is within established boundaries.

Competency No. 9 The teacher recognizes the potential for frustration and provides for acceptable ways of dealing with it on the part of the group and/or the individual.

A. Assessment Procedure -- Context: Level C

+ Indicator -- The teacher revises scheduled activities to reduce group frustration level.

+ Criteria -- In 80% of those cases where the teacher revises scheduled activities there is a noticeable reduction of children's frustration.

+ Procedure -- The ET observes and records the level of frustration prior to and following a schedule revision, judges the decrease in the children's level of frustration; and discusses the results with the teacher.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Children understand what to do and where to go at point of frustration.

+ Criteria -- 80% of children reaching frustration level choose an appropriate alternate activity.

+ Procedure -- The ET observes children who have reached frustration level and determines if they are able to find alternate activities.

Competency No. 10 Teacher makes provisions for understanding each child in terms of his outside school interests and family information.

A. Assessment Procedure -- Context: Level C

+ Indicator -- The teacher communicates with parent.

+ Criteria -- The teacher communicates with 90% of parents to gain necessary information about child's family background at least twice during year and as many additional times as deemed necessary to gain information.

+ Procedure -- The teacher indicates to the ET the number of times he/she has communicated with parents and describes data gained concerning the student's outside school interests and pertinent family information. Following discussion with the teacher, the evaluator makes judgment as to adequacy of visits and completeness of information.

B. Assessment Procedure -- Context: Level C

+ Indicator -- The teacher utilizes all available school resources to gather data.

+ Criteria -- Teacher can list and describe function of all available school resources with 80% accuracy.

+ Procedure -- Teacher submits a list and description of available resources to the ET who in turn may utilize other school personnel to verify completeness and accuracy.

C. Assessment Procedure -- Context: Level C

+ Indicator -- The teacher uses appropriate inventories to determine student interests.

+ Criteria -- The interests determined by the inventory correlate, with 75% accuracy, with the interests specified by the parents in assessment procedure A.

+ Procedure -- The teacher discusses the two lists of student interests with the ET to determine the agreement between the two lists.

Competency No. 11 The teacher can determine and understand the status of each child in his peer group.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher utilizes sociogram or other status assessment.

+ Criteria -- Teacher can describe peer status of all children in the classroom.

+ Procedure -- The ET and teacher will review the results of the sociogram and discuss what activities are planned or in operation to change or modify peer status.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Seating arrangement indicates understanding of peer status.

+ Criteria -- The seating arrangement for 80% of the students can be explained on the basis of peer status or other data the teacher considers pertinent.

C. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher uses interaction analysis to determine inter-peer communication.

+ Criteria -- Teacher's prediction of peer communication patterns agrees in 80% of the cases with analysis of interaction chart.

+ Procedure -- The teacher will complete a "Flanders type" interaction chart, which will be sent to the University of Bridgeport for analysis. The teacher's prediction of peer communication patterns will be compared by the teacher and the ET to the analysis of the interaction chart.

Competency No. 12 The teacher knows and utilizes all available resources and procedures to resolve children's social and/or psychological problems.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Teachers refers children.

+ Criteria -- The teacher has referred 80% of all children in need of social or psychological services to other school or outside resources.

+ Procedure -- The teacher and ET will request the school's social and psychological service personnel to meet with them to discuss each child's need for special services. The teacher and the ET will then determine the accuracy and correctness of the teacher's referrals.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher can indicate the resource people available for specific kinds of social or psychological problems.

+ Criteria -a) The teacher is 90% accurate in describing resources available to assist with social or psychological problems.

b) Simulated -- given 10 case studies the teacher can describe referral procedure and appropriate human resources with 90% accuracy.

+ Procedure- a) The teacher describes (written or oral) the resources available.

b) The ET develops case studies (with assistance of appropriate personnel. The teacher selects and analyzes 10 of these case studies.

C. Assessment Procedure -- Context: Level C

+ Indicator -- The teacher identifies children with social and/or psychological problems.

+ Criteria -- Teacher's judgment of children with social and/or psychological problems agrees 90% of time with judgment of social workers and school psychologist.

+ Procedure -- The teacher presents information for all children referred to the ET who in turn, requests assistance from the social worker and school psychologist to verify validity of referral.

Competency No. 13 The teacher develops a climate in which inter-action between students is encouraged.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Student-student communication is open and comfortable.

+ Criteria -- Observation-recording-videotapes and/or interaction analysis indicate that 90% of student-student interaction is open and comfortable.

+ Procedure -- Evaluator assesses data and discusses finding and judgment with teacher.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Students perceive peer-communication as being encouraged by teacher.

+ Criteria -- 80% of children interviewed feel that peer communication is encouraged and provided for by the teacher.

+ Procedure -- Teacher and evaluator design an interview instrument to determine the students' perception of the amount of time provided and the ways in which open communication is encouraged by the teacher.

Competency No. 14 The teacher can clearly state and plan for realistic long-range objectives for the social development of the students as a group.

A. Assessment Procedure -- Context: Level C

+ Indicator -- The teacher can write or express orally the long-range social development objectives.

+ Criteria -- 90% of the objectives are realistic.

+ Procedure -- The teacher will explain long-range objectives to the ET, who may wish to consult with the social worker and school psychologist for their view as to how realistic the teacher's objectives are.

B. Assessment Procedure -- Context: Level C

+ Indicator -- The teacher provides activities and situations that are consistent with these objectives.

+ Criteria -- The teacher can describe and give rationale for planned activities that are in agreement with long-range social development objectives.

+ Procedure -- The teacher explains to the ET classroom activities and the rationale for these activities in terms of the objectives. The ET will judge the relationship between the planned activities and the objectives.

Competency No. 15 The teacher develops positive and cooperative relationships with parents to the degree that two-way communication takes place.

A. Assessment Procedure -- Context: Level A

+ Indicator -- The teacher knows the parents of the children in the classroom.

+ Criteria -- Over a period of 6 months teacher will be able to discuss with the ET knowledge gained through communication with parents and provide ET with anecdotal records that also reflect contact with parents.

+ Procedure -- The teacher will discuss with the ET the means and frequency of communication with parents and the knowledge gained thereby.

B. Assessment Procedure -- Context: Level A

+ Indicator -- Parents understand teacher's expectations for class and for their child.

+ Criteria -- Questionnaire will be sent to parents to ascertain their understanding of teacher's expectations. Of the questionnaires returned, 80% indicate that the teacher has communicated effectively with parents.

+ Procedure -- The teacher will prepare and distribute questionnaire to parents and discuss results with the ET.

C. Assessment Procedure -- Context: Level A

+ Indicator -- Teacher provides avenues for cooperative coomunication with parents.

+ Criteria -- Over a period of 6 months teacher will have provided at least 3 different types of communication with parents which will be recorded and discussed with the ET.

+ Procedure -- Teacher will provide a variety of types of communication such as those listed below or any other that the teacher feels are appropriate for providing adequate communication.

The types of communication utilized by the teacher will be discussed with the ET. Some possible types of communication include the following:

1. Invitations to special classroom activities
2. Parent-teacher conferences
3. Class trips
4. Informal letters to parents
5. Class newsletters.

Competency No. 16 The teacher uses the physical environment to promote and reflect interests of the students.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher rearranges and renews physical environment.

+ Criteria -- Over 6 week period there will be at least 10 changes in the physical environment of the classroom: i.e., bulletin boards, interest centers, displays, furniture arrangement, or different materials of instruction.

+ Procedure -- The ET will observe and record changes and discuss observations and records with the teacher.

B. Assessment Procedure -- Context: Level C.

+ Indicator -- Teacher uses interest inventories.

+ Criteria -- 80% of interests expressed through an interest inventory are evident in the classroom.

+ Procedure -- The teacher will construct or adopt an interest inventory and administer it to the students. The ET will observe and record the evidence throughout the classroom and discuss findings with the teacher. The ET will judge the relationship between the information from the interest inventory and the evidence of student interests in the classroom.

C. Assessment Procedure -- Context Level C

+ Indicator -- The teacher uses the physical environment to reflect the cultural background of students in the classroom.

+ Criteria -- Over a 6-week period the teacher provides at least 5 displays (books, paintings, articles) that focus on the cultural background of the students.

+ Procedure -- The teacher will explain to the ET what culturally related displays have been provided for the students over a six-week period.

Competency No. 17 Teacher can correctly interpret non-verbal communication from children.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher interprets children's non-verbal communication.

+ Criteria -- The teacher interprets children's non-verbal communication with 75% accuracy.

+ Procedure -- The ET will video-tape three 30-minute class sessions and watch specifically for non-verbal communication. The ET and the teacher will view the video tapes and the teacher will indicate what the non-verbal responses of ten children indicate. Those ten children will view the video tape with the teacher and the ET and indicate what they meant by the non-verbal responses.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher reacts positively to children's non-verbal communication.

+ Criteria -- 75% of the time teacher reacts positively to children's non-verbal communication.

+ Procedure -- Using the same video tape as indicated in Assessment A the ET will judge the teacher's response to children's non-verbal communication.

A R I T H M E T I C

TEACHER COMPETENCIES -- The Teaching of Arithmetic in Grades K-6

1. The teacher demonstrates a general knowledge of Mathematics content appropriate for Grades K-6

A. Assessment Procedure -- Context: Level A (Knowledge) or Level D (In-Service).

+ Indicator -- The teacher demonstrates knowledge through oral or written test.

+ Criteria -- 80% correct response to oral or written questions.

+ Procedure -- Test designed or selected by the Mathematics Supervisor. The test can be administered and scored by the ET or by the instructor of an approved In-Service Education course.

(2) The teacher demonstrates a general knowledge of cognitive development as it pertains specifically to children's understanding of arithmetic concepts.

A. Assessment Procedure -- Context: Level A or D

+ Indicator -- The teacher shows knowledge through oral or written test.

+ Criteria -- 75% correct responses to oral or written questions.

+ Procedure -- Test designed or selected by the Mathematics Supervisor. The test can be administered and scored by the ET or by the instructor of an approved In-Service Education course.

B. Assessment Procedure-- Context: Level B (simulated data)

+ Indicator -- The teacher can determine students' stage of cognitive development from simulated data.

+ Criteria -- Given simulated data on 5 different children, appropriate to the range of cognitive development within the classroom, the teacher can accurately determine the stage of cognitive development in four of the five cases.

+ Procedure -- The Mathematics Supervisor will develop or select simulated data appropriate for children's cognitive development ages 3-14. The ET will select 10 situations from which the teacher will choose five. Judgment as to accurate determination will be the responsibility of the ET.

(3) The teacher identifies and describes the major instructional strategies (methods) and the learning theories from which the strategies originate.

A. Assessment Procedure -- Context: Level A or D

+ Indicator -- Teacher indicates ability to identify and describe through oral or written test.

+ Criteria -- 80% correct responses to oral or written test in which at least four strategies and the related theories are included.

+ Procedure -- Test designed or selected by the Mathematics Supervisor. The test may be administred by the EC or by the instructor of an approved In-Service Education course.

B. Assessment Procedure -- Context: Level B

+ Indicator -- Teacher identifies and describes instructional strategy when presented with data on specific learning theories.

+ Criteria -- Given descriptions of four learning theories the teacher can accurately identify and describe the major instructional strategies related to those theories with 75% accuracy.

+ Procedure -- The Mathematics Supervisor will develop or select appropriate descriptions of learning theories and identify and describe the related instructional strategies. The ET will be responsible for administering and judging the results.

(4) The teacher identifies and describes diagnostic and other assessment instruments appropriate to the achievement range of the students in the classroom.

A. Assessment Procedure -- Context: Level A or D

+ Indicator -- The teacher indicates knowledge through oral or written test.

+ Criteria -- 80% correct responses to oral or written test in which at least 4 instruments are included.

+ Procedure -- Test designed or selected by the Mathematics Supervisor. The test can be administered by the ET or by the instructor of an approved In-Service Education course.

B. Assessment Procedure -- Context: Level B

+ Indicator -- The teacher selects appropriate diagnostic or assessment instrument from simulated data.

+ Criteria -- Given data simulating five different class groups and the purposes for which data are needed, the teacher can select the most appropriate instrument in 4 out of 5 cases.

+ Procedure -- The Mathematics Supervisor will develop or select a set of data for ten or more class groups and state the purpose for which data are needed for each group. The EC will select five of those sets of data for the teacher to analyze.

(5) The teacher identifies and describes instructional material appropriate for and available to students in the classroom.

A. Assessment Procedure -- Context: Level A or D

+ Indicator -- The teacher indicates knowledge through oral or written test.

+ Criteria -- 80% correct response on oral or written test.

+ Procedure -- The Mathematics Supervisor will develop a listing of instructional materials that are classified according to cognitive development of the learner and to the concept or skill for which the instructional material would be appropriate. From this list the Mathematics Supervisor will develop an examination that will be administered by the evaluation committee (EC) or by an instructor of an approved In-Service Education course.

B. Assessment Procedure -- Context: Level B

+ Indicator -- Teacher identifies appropriate instructional material from simulated data.

+ Criteria -- Given data regarding the cognitive readiness and achievement level of 10 children, the teacher can identify appropriate instructional materials in 8 out of 10 cases.

+ Procedure -- The Mathematics Supervisor will develop or select case studies for the children, indicating the cognitive readiness and achievement level of each child, and listing appropriate instructional materials for each case study. The EC will select ten case studies to administer to the teacher and will use the Mathematics Supervisor's list of Appropriate Instructional materials as the criterion measure.

(6) The teacher demonstrates a knowledge of various procedures that can be utilized to record individual pupil performance and anecdotal comments.

A. Assessment Procedure -- Context: Level A

+ Indicator -- Teacher indicates knowledge through written or oral test.

+ Criteria -- The teacher can describe at least three ways in which individual pupil performance and anecdotal comments can be recorded. The evaluator should be satisfied that the teacher has selected record-keeping procedures for the classroom from a knowledgeable base of possibilities.

+ Procedure -- The EC will develop a listing of possible record-keeping procedures to use as a criterion measure. However, the committee, in its discussion with the teacher, should be open to new procedures or modifications of procedures already listed.

(7) The teacher utilizes knowledge of mathematics content and understanding of students' cognitive development and achivement levels to design a set of year-long goals.

A. Assessment Procedure -- Context: Level C or D

+ Indicator -- Teacher presents year-long goals to ET verbally or in written form.

+ Criteria -- 90% of the year-long goals are, in the judgment of the ET, consistent with the appropriate mathematics content and the students' cognitive readiness and achievement levels.

+ Procedure -- The ET is responsible to judge the appropriateness of the year-long goals. The ET may invite the Mathematics Supervisor or his designate to assist with this process.

(8) Teacher writes short-term instructional objectives that are consisted with year-long goals, and pre-assessment information about individual students and utilizes these data as the basis for planning the instructional program.

A. Assessment Procedure -- Context: Level A or D

+ Indicator -- Teacher can present, orally or in written form, a set of instructional objectives.

+ Criteria -- 90% of the instructional objectives are consistent with the year-long goals.

+ Procedure -- The teacher will present the instructional objectives along with the year-long goals, to the ET or the instructor of an approved In-Service Education course. The ET or the instructor will judge the consistency of those objectives with the year-long goals. (The ET and the Instructor could also do this cooperatively.)

B. Assessment Procedure -- Context: Level A or D

+ Indicator -- Instructional objectives are consistent with pre-assessment information for specific children.

+ Criteria -- In 9 out of 10 cases the instructional objectives specified for a specific child are consistent with the pre-assessment information on that child.

+ Procedure -- The teacher will present the instructional objectives for 10 different children along with all pre-assessment information related to each of those children, to the ET. The ET will judge the consistency of the objectives for each child against pre-assessment information for that child.

C. Assessment Procedure -- Context: Level B

+ Indicator -- The teacher can determine appropriate instructional objective(s) for a given set of students.

+ Criteria -- Given simulated data for 5 children, the teacher can determine at least one instructional objective with 80% accuracy.

+ Procedure -- The ET will prepare or select case studies in which all necessary assessment data are included. The teacher will select 5 case studies and write at least one instructional objective for each child.

(9) Teacher selects and utilizes assessment instruments that identify pupils' achievement level in terms of specific objectives.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher can identify pupils' achievement level.

+ Criteria -- The achievement level, as identified by the teacher, is accurate for 90% of the pupils in the classroom.

+ Procedure -- The teacher will present, orally or in written form, the achievement level of the students, in terms of specific objectives, and give rationale for the determination. The ET, given the same data from the assessment instruments, will judge the accuracy of the teacher's determination.

B. Assessment Procedure -- Context: Level B

+ Indicator -- Teacher selects assessment instrument to determine achievement of specific instructional objectives.

+ Criteria -- Given specific instructional objectives the teacher can select appropriate assessment instruments in 9 out of 10 cases.

+ Procedure -- The Mathematics Supervisor will describe and list assessment instruments (diagnostic, survey, achievement) and the instructional objectives for which the instruments are appropriate. The teacher and the EC will select cooperatively 10 instructional objectives appropriate to the achievement level of the students. The teacher will select the assessment instruments appropriate for each instructional objective. The list of assessment instructions and objectives will be used as the criterion measur by the evaluation committee.

(10) The Teacher develops and utilizes diagnostic instruments to determine precisely what kind of difficulty a child is having with a specific skill or concept.

A. Assessment Procedure -- Context: Level A or D

+ Indicator -- The teadher describes diagnostic instruments that have been developed and gives rationale for their use.

+ Criteria -- In 4 out of 5 cases the diagnostic instrument utilized is a valid one for measuring a child's difficulty with a specific skill or concept.

+ Procedure -- The teacher describes, to the ET, five diagnostic instruments that have been developed (formal or informal) and presents the information that has been gathered through the use of these instruments. The ET will judge the validity of each instrument.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Children are engaged in learning activities that provide for specific difficulties that have been diagnosed.

+ Criteria -- In 8 out of 10 cases in which student activities have been based on diagnosis of specific difficulties the students are making progress to overcome that difficulty.

+ Procedure -- Having received information from the teacher concerning the specific difficulties diagnosed for 10 students, the ET observes each child involved in instructional activities and judges whether the child is making progress toward overcoming the difficulty.

(11) The teacher selects and utilizes instructional materials that are appropriate to a specific objective and to the learner.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Children are using instructional materials.

+ Criteria -- In those situations where the use of instructional materials is vital to the achievement of the objective, at least 80% of the children are using the materials.

+ Procedure -- The teadher will identify those children whose use of an instructional material is vital to the achievement of a specified objective. The ET will observe those children to determine the perdent actually using an instructional material.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Children can explain what the materials they are using are for.

+ Criteria -- Four of 5 pupils chosen at random, using materials, can accurately describe the reason why they are doing so.

+ Procedure -- The ET selects five pupils who are using materials and interviews them to determine whether they can explain why they are using the materials.

C. Assessment Procedure -- Context: Level C

+ Indicator -- The materials utilized were beneficial to children in achieving a specic objective.

+ Criteria -- Four out of five pupils who have been utilizing instructional materials are making progress to the achievement of a specified instructional objective.

+ Procedure -- The ET selects 5 pupils who have been using instructional materials and interviews each to determine whether or not progress toward a specific objective has been made.

D. Assessment Procedure -- Context: Level B

+ Indicator -- The teacher can identify instructional material which assists children to achieve specified objectives.

+ Criteria -- Teacher can identify with 80% accuracy the materials appropriate for assisting children achieve certain objectives.

+ Procedure -- The ET prepares or has prepared case studies which clearly delineate the instructional objectives for each of 10 children. The teacher will select five of the case studies and identify the instructional materials that would be appropriate for the child and the objective.

(12) The teacher selects and utilizes a variety of teaching strategies and matches strategies to the individual child.

A. Assessment Procedure -- Context: Level A

+ Indicator -- The teacher can describe the teaching strategies that are being utilized and give rationale for their use.

+ Criteria -- Four of the five teaching strategies are judged appropriate.

+ Procedure -- The teacher will describe the teaching strategy and the rationale for that strategy. The ET will judge appropriateness on the basis of the relationship between the strategy and the rationale.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Teaching Strategies are planned for individual children.

+ Criteria -- In 8 out of 10 cases those children for whom a teaching strategy has been designed are achieving successfully.

+ Procedure -- The teacher will identify 10 children for whom specific teaching strategies have been designed to assist each of the children to achieve a pre-determined instructional objective. The ET will observe, interview or test these children to determine whether or not the objective is being achieved.

(13) The teacher selects and utilizes a strategy for grouping that is based on adequate assessment, that maximizes learning, and is supportive of a child's self-image.

A. Assessment Procedure -- Context: Level A

+ Indicator -- The teacher can describe the grouping strategies that are being utilized and give rationale for their use.

+ Criteria -- Four of the five grouping strategies are judged appropriate by the ET.

+ Procedure -- The teacher will describe the grouping strategy and the rationale for each strategy. The ET will judge appropriateness on the basis of the relationship between the grouping strategy and the rationale.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Grouping strategies are planned for individual children.

+ Criteria -- 80% of those children for whom a specific grouping strategy has been designed are achieving success.

+ Procedure -- The teacher will identify 10 children for whom specific grouping strategies have been designed to assist each of the children to achieve a pre-determined instructional objective. The ET will observe, interview or test these children to determine whether the [illegible] objectives are being achieved.

(14) The teacher establishes a climate in the classroom which pupils perceive as open to their responses and supportive of their answers and ideas.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Students seek and receive assistance from the teacher or peers.

+ Criteria -- 90% of those who seek assistance from teacher or peers receive it.

+ Procedures -- The ET observes class and makes a count of the number of times pupils seek and receive help from teacher or peers.

B. Assessment Procedure -- Context: Level C

+ Indicator -- There is a range in the quality of questions asked of teachers and peers.

+ Criteria -- The quality of questions ranges from concrete to abstract types.

+ Procedure -- The ET records responses and orders them from concrete to abstract and discusses these responses with the teacher.

C. Assessment Procedure -- Context: Level C

+ Indicator -- Verbal and non-verbal responses of teacher are positive.

+ Criteria -- 90% of the verbal and non-verbal responses are positive.

+ Procedure -- The ET observes and records verbal and non-verbal responses of the teacher and determines to what degree each response is positive.

D. Assessment Procedure -- Context: Level C

+ Indicator -- Students feel positive about the responses and the support they receive frpm teacher and peers.

+ Criteria -a) In 90% of cases where pupil received support from teacher or peers no evident aggravation is observable.

-b) In 8 out of 10 cases the pupils who received a reponse from teacher or peers feel positive about the response.

+ Procedure -a) -- The ET observes pupils' reactions to responses of teacher and peers and judges each on a continuum from negative to positive.

-b) -- The teacher and the ET cooperatively develop a set of individual interview questions or a group questionnaire. The teacher administers the interview or questionnaire to 10 pupils who received responses and then analyzes the data in cooperation with the ET.

(15) The teacher modifies her objectives and learning activities on the basis of continuing assessment.

A. Assessment Procedure -- Context: Level C

+ Indicator -- The teacher explains changes that have been made and the rationale for those changes.

+ Criteria -- The teacher can explain and give rationale for 4 out of 5 changes.

+ Procedure -- The ET and teacher discuss changes in objectives and learning activities in relation to assessment data. The ET judges the appropriateness of the changes on the basis of the relationship between the assessment data and the change.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Children are working at appropriate levels of achievement.

+ Criteria -- 80% of children for whom objectives and learning activities have been reformulated are progressing successfully in the achievement of the specified objective.

+ Procedure -- The ET observes and interviews at least 6 children for whom objectives and learning activities have been reformulated and evaluates their progress in achieving the specified objective.

C. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher determines student attitudes toward arithmetic and plans on the basis of the findings.

+ Criteria -- The teacher presents the data from the attitude scale and describes at least 10 program modifications that have been implemented because of the findings.

+ Procedure -- The ET and teacher discuss the results of the attitude scale and the program modifications. The ET will judge the appropriateness of the program modifications in light of the data.

(16) The teacher keeps and utilizes individual purpil performance records to provide adequate information to the teacher, the students, and the parents.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher uses the individual pupil performance records to set objectives and plan learning activities.

+ Criteria -- Teacher can explain the direct relationship between individual pupil performance records and the objectives and learning activities for at least 10 children with 80% accuracy.

+ Procedure -- The teacher and ET will discuss the records, objectives, and learning activities for at least 10 children selected at random. The ET will judge whether the objective and learning activities coincide with the performance records for each of the 10 children.

B. Assessent Procedure -- Context: Level C

+ Indicator -- Children are able to explain their achievement level in terms of specific objectives.

+ Criteria -- 8 out of 10 children who have received information during the past week can accurately describe their achievement level in terms of specific objectives.

+ Procedure -- From a listing of children who have received information within the last week, the ET will select 10 to interview. The ET will record the respons of each child and compare it with the data given by the teacher.

C. Assessment Procedure -- Context: Level C

+ Indicator -- Teacher uses a variety of means to provide parents with information and does so on a continuing basis.

+ Criteria -- The teacher presents evidence of or plans for providing parents with information in the form of progress folders, conferences, newsletters, or other means.

+ Procedure -- The teacher will present or describe means or methods that have been used to provide information to parents. The ET will judge on the basis of adequacy and frequency.

(17) The teacher assists students to develop skills in self-evaluation.

A. Assessment Procedure -- Context: Level C

+ Indicator -- Students understand teacher's interpretation of assessment data.

+ Criteria -- 90% of the children who received interpretation of data from the teacher can explain that interpretation accurately.

+ Procedure -- The ET will observe teacher providing students with interpretation of assessment data and will interview those students. The ET will compare the students' explanations with the interpretation provided by the teacher.

B. Assessment Procedure -- Context: Level C

+ Indicator -- The students can explain their own strengths and weaknesses in terms of specific objectives.

+ Criteria -- 70% of those students who in the opinion of the teacher, have received interpretation of assessment data can explain their own strengths and weaknesses in terms of specific objectives.

+ Procedure -- The teacher provides the ET with a list of children who have received this information. The ET will select at least 7 of these children to interview to determine whether the child can expl : his/her own strengths and weaknesses in terms of specific objectives.

(18) The teacher utilizes information on children's experiences out of school and in other school subjects to develop an understanding of the application of arithmetic.

A. Assessment Procedure -- Context: Level C

+ Indicator -- The word problems given orally or assigned to students are related to out-of-school experiences and other school subjects.

+ Criteria -- 50% of the word problems are based upon out-of-school experiences or related to other school subjects.

+ Procedure -- The ET reviews the word problems assigned to individuals and groups over a period of one week. The ET then discusses with the teacher the information base for each of the word problems and makes a judgment as to the relationship between the word problem and out-of-school experience and other school subjects.

B. Assessment Procedure -- Context: Level C

+ Indicator -- Children can identify the relationship between word problems and their experiences out-of-school or in other school subjects.

+ Criteria -- Ten students, each having a different set of word problems can, with 80% accuracy, identify those word problems that relate to their experiences out-of-school or in other subjects.

+ Procedure -- The teacher will supply 10 sets of word problems, designate the child for whom each set would be appropriate and indicate the word problem that do relate to the child's experiences. The ET will take this information and discuss the set of word problems with each child.

(19) The teacher assesses own strengths and weaknesses in terms of knowledge, attitudes, and competencies.

Assessment Procedure -- Context: Level C or D

+ Indicator -- The teacher utilizes the varied assessment techniques and tools suggested in this evaluation document.

+ Criteria -- The teacher explains the assessment techniques and tools that have been utilized for self-appraisal and describes the benefits that have been derived in terms of competencies achieved or being pursued.

+ Procedure -- The teacher and the ET first of all must recognize that this competency is continuous. The responsibility of the ET is to discuss with the teacher the self-appraisal techniques and the benefits derived and to suggest other self-appraisal tools, workshops, observations, courses, or other activities that might be beneficial to the teacher.

(19) The teacher identifies, describes and utilizes available human resources to strengthen the instructional program.

A. Assessment Procedures -- Context: Level A

+ Indicator -- The teacher can list and describe available human resources.

+ Criteria -- The teacher can list three individuals from each category listed below and describe the particular skill that each person can offer:

Category	Name	Particular Skill
Community	1 2 3	
Peers	1 2 3	
Supervisors	1 2 3	
Parents	1 2 3	
Students	1 2 3	

+ Procedure -- The teacher will complete the above chart and discuss it with the ET. The ET may suggest other resources.

B. Assessment Procedure -- Context: Level C

+ Indicator -- The teacher uses available human resources.

+ Criteria -- The teacher utilizes at least 10 of the 15 individuals listed above.

+ Procedure -- The teacher presents information to the ET as to who was utilized to strengthen the instructional program and how helpful the services were.

C. Assessment Procedure -- Context: Level C

+ Indicator -- The teacher evaluates the effectiveness of the human resources utilized to strengthen the instructional program.

+ Criteria -- The teacher will design instruments to assess the effectiveness of 80% of the human resources utilized to strengthen the instructional program.

+ Procedure -- The ET will discuss the data from the assessment instruments with the teacher to determine their effectiveness.

TEACHER COMPETENCIES -- THE TEACHING OF READING IN GRADES K-6

K N O W L E D G E

(1) The teacher demonstrates general knowledge of the physical, emotional, cognitive, and psycholinguistic development of children specifically related to the learning and teaching of reading.

A. Assessment -- Context: Level A or D

+ Indicator -- Teacher indicates knowledge through oral or written test.

+ Criteria -- 80% correct response to oral or written questions.

+ Procedure -- The test will be designed or selected by the Reading Supervisor. It will be administered and scored by the Evaluation Committee (EC) or by the instructor of an approved In-Service Education course.

B. Assessment -- Context: Level B

+ Indicator -- The Teacher can determine students' state of psycholinguistic development from simulated data.

+ Criteria -- Given simulated data on each of five children, appropriate to the range of development within the classroom, the teacher can accurately determine the stage of psycholinguistic development in four of the five cases.

+ Procedure -- The Reading Supervisor will develop or select simulated data appropriate for the psycholinguistic development of children ages 3-14. The Evaluating Team (ET) will select 10 situations from which the teacher can select five. Judgement as to accurate determination will be the responsibility of the ET.

(2) Teacher demonstrates a knowledge of those skills students need to become proficient in reading.

A. Assessment -- (Same as A for Competency No. 1)

B. Assessment -- Context: Level B

+ Indicator -- The teacher organizes skills in proper sequence.

+ Criteria -- The teacher can organize a given set of skills into the accepted order for instruction with 95% accuracy.

+ Procedure -- The Reading Supervisor will prepare a set of cards each listing a reading skill. The instructional order will be given on a separate sheet. The ET will administer, score, and discuss results with the teacher.

(3) Teacher demonstrates a knowledge of methods of teaching reading.

A. Assessment (Same as A for Competency No. 1)

B. Assessment -- Context: Level B

+ Indicator -- The teacher can select the appropriate method for a given simulated situation.

+ Criteria -- Given the data for simulated situations, the teacher can select the appropriate method in 4 out of 5 cases.

+ Procedure -- The Reading Supervisor will develop or select at least 10 simulated situations and indicate appropriate methods for each. The ET will select 5 of these situations for the teacher's analysis.

(4) The teacher demonstrates a knowledge of the instructional objectives in reading as stated by the School System and the school.

Assessment: Level A (Same as assessment A for Company No. 1)

(5) The teacher demonstrates a knowledge of instructional materials appropriate to the interests and range of reading achievement of the students.

A. Assessment -- Context: Level A (Same as Assessment A for Competency No. 1)

B. Assessment -- Context: Level B

+ Indicator -- The teacher selects appropriate materials for a given simulated situation.

+ Criteria -- Given simulated data for 5 situations the teacher selects appropriate materials with 80% accuracy.

+ Procedure -- The Reading Supervisor will develop or select at least 10 simulated situations and indicate the appropriate materials for each. The ET will select 5 to administer to and discuss with the teacher.

(6) The teacher demonstrates a knowledge of formal and informal tests and procedures for diagnostic and achievement assessments.

A. Assessment -- Context: Level A (Same as Assessment A for Competency No. 1)

B. Assessment -- Context: Level B

+ Indicator -- The teacher selects appropriate assessment instrument.

+ Criteria -- Given simulated data for 10 situations, involving individuals and groups, the teacher can select the appropriate assessment instrument(s) with 80% accuracy.

+ Procedure -- The Reading Supervisor will develop or select at least 20 simulated situations in which the appropriate assessment instrument is formal, and for groups or an individual, and diagnostic or achievement. The ET will administer and discuss the findings with the teacher.

C. Assessment -- Context: Level B

+ Indicator -- The teacher interprets assessment data.

+ Criteria -- Given assessment data for 8 simulated situations, the teacher can interpret the data with 80% accuracy.

+ Procedure -- The Reading Supervisor will develop or select at least 15 simulated situations and indicate the appropriate interpretation of the assessment data for each. The ET will select 8 of these to administer and discuss with the teacher.

(7) The teacher demonstrates a knowledge of individual pupil record-keeping systems.

A. Assessment -- Context: Level A (Same as Assessment A for Competency No. 1)

B. Assessment -- Context: Level A and C

+ Indicator -- The teacher adopts and develops a record-keeping system.

+ Criteria -- The record-keeping system adopted or developed by the teacher is selected from a number of possible alternative systems.

+ Procedure -- The teacher explains and gives rationale for the record-keeping system to the ET.

CLASSROOM IMPLEMENTATION

(8) Teacher determines each student's instructional level.

A. Assessment -- Context: Level C

+ Indicator -- The teacher can state rationale for the determination of each child's instructional level.

+ Criteria -- The teacher's determination of the instructional level of all children in the classroom is 80% accurate.

+ Procedure -- The ET and teacher meet to review all data used for determination of instructional level. Teacher explains her rationale and the evaluation committee makes an independent judgment as to accuracy.

B. Assessment -- Context : Level C

+ Indicator -- The student responds without evident frustration to assigned task.

+ Criteria -- 8 out of 10 children observed doing an assigned task do not evidence frustration.

+ Procedure -- The ET observes 10 children selected at random and judges whether there is evident frustration. The ET will need to distinguish between boredom and frustration and judge accordingly.

C. Assessment -- Context: Level C

+ Indicator -- The children work at instructional level.

+ Criteria -- On a given day the product of each child's assigned task is completed with 80% accuracy.

+ Procedure -- The ET and the teacher, on a mutually agreed upon day, will review and assess the product of each child's assigned task.

(9) Teacher utilizes available data to plan instructional program for each student.

A. Assessment -- Context: Level C

+ Indicator -- There is a relationship between the available data and the plans for individual students.

+ Criteria -- The instructional plans for individual students represent an accurate reflection of the available data with 80% accuracy.

+ Procedure -- The teacher will present the available data and the instructional plans for each of 10 children selected at random. The ET will judge the accuracy of the relationship between the plans and the data.

(10) The teacher utilizes available data to determine grouping of students for reading instruction.

A. Assessment -- Context: Level C

+ Indicator -- There is a relationship between the available data and the grouping pattern.

+ Criteria -- The grouping pattern represents an accurate reflection of the available data with 80% accuracy.

+ Procedure -- The teacher will present the available data and rationale for the grouping pattern for the entire class. The ET will judge the accuracy of the relationship between the grouping pattern and the data. The data to be considered needs to include student interests, instructional levels, peer relationships, and learning modalities.

B. Assessment -- Context: Level C

+ Indicator -- The children in each group are interested and responding in a positive manner.

+ Criteria -- 80% of the children in a group are interested and giving positive responses.

+ Procedure -- The teacher and the ET will identify the group to be observed. The ET will observe the group and record (written, audio or video) the children's verbal and non-verbal responses. The ET and teacher will discuss these data and cooperatively judge the percentage of students who are interested and responding in a positive manner.

(11) The teacher utilizes a variety of teaching techniques and matches techniques to the individual child.

A. Assessment -- Context: Level C

+ Indicator -- The teacher can state rationale for teaching techniques that are being used.

+ Criteria -- The rationale is judged to be accurate in 4 out of 5 cases.

+ Procedure -- The teacher will describe the teaching techniques and the rationale for them. The evaluator will judge appropriateness on the basis of the relationship between the strategy and the rationale.

B. Assessment --Context: Level C

+ Indicator -- Teaching techniques are planned for individual children.

+ Criteria -- In 8 out of 10 cases those children for whom a teaching technique has been planned are achieving successfully.

+ Procedure -- The teacher will identify 10 children for whom specific teaching techniques have been designed to assist each of the children to achieve a predetermined instructional objective. The ET will observe, interview or test these children to determine whether the objective is being achieved.

(12) Teacher selects instructional materials that are suitable for the instructional level, the independent level, and the interests of the students.

A. Assessment -- Context: Level C

+ Indicator -- The materials selected for the instructional level of students is suitable.

+ Criteria -- The rationale for the selection of materials is judged to be accurate in 80% of the cases.

+ Procedure -- The teacher will describe the materials being utilized and present the rationale for the selection of the materials. The ET will judge suitability on the basis of the relationship between the materials selected and the instructional level of those students for whom the materials were selected.

B. Assessment -- Context: Level C

+ Indicator -- The children are using instructional materials with no evident frustration.

+ Criteria -- 80% of the children observed are using instructional materials with no evident frustration.

+ Procedure -- The teacher and the ET will identify 10 children representative of a cross sample of the classroom in terms of instructional level. The ET will observe, interview, or test (informal) the 10 children and discuss the data with the teacher.

C. Assessment -- Context: Level C

+ Indicator -- Students select appropriate instructional material for independent use.

+ Criteria -- The students' choice of instructional material for independent use is judged appropriate in 8 out of 10 cases.

+ Procedure -- The teacher will present the ET with the pattern of selection of instructional-materials-for-independent-use for 10 children. The ET will observe and interview the 10 children to determine appropriateness of choice against two criteria: (1) Whether the child understands the instructional material selected and (2) whether the pattern indicates a selection of materials that are too easy, too difficult, or overly repetitious.

D. Assessment -- Context: Level C

+ Indicator -- The instructional materials available reflect the interests of students.

+ Criteria -- 8 out of 10 children interviewed indicate specific instructional materials that meet their interests, and are available to them.

+ Procedure -- The ET and the teacher will identify 10 children to be interviewed. The teacher will indicate her perception of their interests prior to the interview. The ET will interview each child to determine and record: (1) the student's explanation of interests; and 2) the student's awareness of instructional materials available to meet those interests.

(13) The teacher organizes and manages the reading instruction period in a manner that is understood by the students and provides independent assignments appropriate for them.

A. Assessment -- Context: Level C

+ Indicator -- Students can explain the time schedule of the reading instruction period and their responsibilities throughout the time period.

+ Criteria -- 80% of the children can explain (or through the observation of an evaluator show knowledge of) the time schedule and their responsibilities throughout the reading instruction period.

+ Procedure -- The ET will observe or interview 10 students chosen at random, to judge their understanding of the time schedule and their responsibilities.

B. Assessment -- Context: Level C

+ Indicator -- Students begin and complete assigned activities independently.

+ Criteria -- 8 out of 10 children observed are working independently to complete, in the specified time and with 80% accuracy, the assigned activity.

+ Procedure -- The ET will observe 10 children working independently and evaluate, with the teacher, the accuracy of the product and the degree of independence shown by the child in completing the assignment.

C. Assessment -- Context: Level C

+ Indicator -- Students utilize independent activity time.

+ Criteria -- 80% of the children observed are utilizing their independent activity time in ways that reflect the child's interests or specific instructional needs and coincide with the instructional pattern established by the teacher.

+ Procedure -- The ET will observe 10 students who have completed the teacher's assigned task. The ET will record the ways in which those students are utilizing their time and judge against two criteria: (1) do students choose activities that coincide with interests or instructional needs; and (2) are student activities in harmony with the organizational pattern established by the teacher?

(14) The teacher uses a record-keeping system that provides adequate feedback to the teacher, children, and parents.

A. Assessment -- (Same as Competency No. 9)

B. Assessment -- Context: Level C

+ Indicator -- The children can explain their own instructional level in terms of specific objectives.

+ Criteria -- 4 out of 5 children interviewed can explain why they are engaged in a particular assignment and what the successful completion of the assignment will lead to in terms of a specific objective.

+ Procedure --The teacher and ET will identify 5 children for interview. The evaluator will interview each child individually, and judge the degree of relationship between the child's awareness of assignment/objective and data available from the record-keeping system.

C. Assignment -- Context: Level C

+ Indicator -- The teacher uses a variety of means to provide parents with information and does so on a continuing basis.

+ Criteria -- The teacher presents evidence of or plans for providing parents with information in the form of progress folders, conferences, newsletters, or other means.

+ Procedure -- The teacher will present or describe means or methods thave been used to provide information to parents. The ET will judge on the basis of adequacy and frequency.

C. Assessment -- Context: Level B

+ Indicator -- Parents are aware of children's progress in reading.

+ Criteria -- 4 out of 5 parents, when given data on the reading progress of seven children, can select the particular data describing their own child's reading progress.

+ Procedure -- The teacher and the ET will randomly select 5 parents for interview. The teacher will prepare a reading progress profile from the recorded data for the child of each of the five parents. The teacher and the ET will prepare 6 simulated reading progress profiles. The teacher and the ET will meet with each parent and request the parent to select the reading progress profile that describes their own child.

(15) The teacher establishes a climate in the classroom which is seen by pupils as being open to and supportive of their responses.

A. Assessment -- Context: Level C

+ Indicator -- Students seek and receive assistance from the teacher or peers.

+ Criteria -- 90% of those who seek help from the teacher or peers receive it.

+ Procedure -- The ET observes class and counts the number of times pupils seek and receive assistance from teacher or peers.

B. Assessment -- Context: Level C

+ Indicator -- Verbal and non-verbal responses of the teacher are positive.

+ Criteria -- 90% of the teacher's verbal and non-verbal responses are judged by the ET to be positive.

+ Procedure -- The ET observes and records verbal and non-verbal responses of the teacher and indicates to what degree each is judged positive.

C. Assessment -- Context: Level C

+ Indicator -- The students feel positive about the responses and support given by teacher and peers.

+ Criteria -a) In 90% of cases where pupil received support, observer sees no evident frustration.

-b) In 8 of 10 cases pupils receiving a response from teacher or peers, regard it as positive.

+ Procedure-a) The ET observes pupils' reactions to responses of teacher and peers and judges each as being negative or positive. Results are discussed with the teacher.

-b) The teacher and ET cooperatively develop a questionnaire or questions for an individual interview. The teacher administers the interview or questionnaire and analyzes the data in cooperation with the evaluator.

HOME-SCHOOL RELATIONSHIPS

(16) The teacher develops a positive relationship with parents to the degree that each child's reading progress, interests, and expectations, in school and at home, are mutually shared and understood.

A. Assessment -- Context: Level C

+ Indicator -- The pupil record cards and anecdotal comments reflect communication with the home.

+ Criteria -- The record cards, or anecdotal comments for 60% of the children indicate the parent's perception of the child's reading progress, interests, and expectations.

+ Procedure -- The teacher and the ET will review the records for all children and the class. The ET will judge the completeness of the records.

B. Assessment -- Context: Level C

+ Indicator -- Parent can explain how child is progressing in comparison to the teacher's expectations.

+ Criteria -- Questionnaire will be sent to parents to ascertain their understanding of the teacher's expectations for their child. Of the questionnaires returned, 80% indicate that the parents do know how their child is progressing in comparison to the teacher's expectations.

+ Procedure -- The teacher will prepare and distribute a questionnaire to the parents and review the results with the ET.

C. Assessment -- Context: Level A

+ Indicator -- Teacher provides avenues for cooperative communication with parents.

+ Criteria -- Over a period of 6 months teacher will have provided at least 3 different types of communication with parents which she will record and discuss with the evaluator.

+ Procedure -- Teacher will provide a variety of types of communication such as those listed below or any other that the teacher feels are appropriate for providing adequate communication. The types of communication will be discussed with the ET. Some possible types include the following:

+ Invitations to special classroom activities
+ Parent-teacher conferences
+ Class trips
+ Informal letters to parents
+ Class newsletters.

D. Assessment -- Context: Level C

+ Indicator -- The child perceives a positive relationship existing between the teacher and the parent.

+ Criteria -- 80% of the children interviewed perceive a positive relationship existing between their parents and their teacher.

+ Procedure -- The teacher and the evaluator will design the interview instrument. The questions asked of the student should elicit, as accurately as possible, how the student feels the parent or teacher would behave in a specific situation. The teacher and the ET will interview 10 children, chosen at random.

(17) The teacher actively encourages and assists parents to promote and support children's interest and progress.

A. Assessment -- Context: Level C

+ Indicator -- The parents do promote and support the child's interest and progress in reading.

+ Criteria-a) 80% of those parents interviewed can explain 3 ways in which they promote and support their child's interest and progress in reading.

-b) 60% of those parents interviewed are able to describe ways in which ideas, information, or materials provided by the teacher aided them in promoting and supporting their child's interest and progress in reading.

+ Procedure -- For criteria a) and b) -- The teacher and ET will cooperatively design the interview instrument and administer it to 10 parents, chosen at random.

B. Assessment -- Context: Level C

+ Indicator -- Parents are involved with the reading program in the classroom.

+ Criteria -- 50% of the parents are involved at least once a month with some aspect of the reading program.

+ Procedure -- The teacher will indicate parent involvement in the reading program by keeping a record that includes name, date, time, and purpose of involvement. This record will be reviewed and discussed by the teacher and the evaluator.

EVALUATION AND REVISION

(18) Competency Goal Statement: Teacher revises program from results of formal and informal achievement tests.

Assessment -- Context: Level C

+ Indicator -- There is a relationship between the available test data and the plans for individual students.

+ Criteria -- The program represents an accurate reflection of the available test data with 80% accuracy.

+ Procedure -- The teacher will present the available test data and revised program for 10 children selected at random. The ET will judge the accuracy of the relationship between the data and the revised program.

(19) The teacher uses self-evaluation techniques and suggestions from peers, administrators, and parents to modify the reading program.

A. Assessment -- Context: Level C

+ Indicator -- Teacher explains revisions of program based on suggestions.

+ Criteria -- In a 3-month period teacher has implemented 4 out of 5 suggestions deemed appropriate.

+ Procedure -- The ET will observe reading program 5 times in a 3-month period. The teacher will discuss or review plans with the evaluator regarding the changes made on the basis of suggestions.

B. Assessment -- Context: Level C

+ Indicator -- The teacher uses a variety of self-evaluation techniques.

+ Criteria -- During a 3-month period the teacher has used at least 5 different self-evaluation techniques including video tape, student interview, parent interview, questionnaire, and visitation to other classrooms.

+ Procedure -- The teacher will present data on the self-evaluation techniques used. The ET will judge the variety of techniques.

C. Assessment -- Context: Level C

+ Indicator -- The teacher uses the information gained through self-evaluation techniques to modify the reading program.

+ Criteria -- From the data obtained in Assessment B (above) the teacher can explain the relationship between the data and five program modifications.

+ Procedure -- The teacher will present the data and the modifications in the reading program to the ET, who will determine whether the program modifications are justified on the basis of the data.

(20) The teacher utilizes available human resources to enhance professional growth and to provide services to individual children who have specific reading problems.

A. Assessment -- Context: Level A

+ Indicator -- The teacher uses self-evaluation data to plan for or participate in reading workshops.

+ Criteria -- During a 3-month period, utilizing the self-evaluation data, the teacher will plan for or request, and then participate in 5 workshops specifically related to the data.

+ Procedure -- The teacher will present the data as rationale for workshops planned or requested. The ET and the teacher will discuss the self-evaluation data, the degree to which the data and the workshop results coincide and the ways in which the ET can assist with future workshop requests.

B. Assessment -- Context: Level B

+ Indicator -- The teacher can select the human resource(s) appropriate for a given simulated situation.

+ Criteria -- Given 10 simulated situations the teacher can choose the appropriate human resource(s) with 90% accuracy.

+ Procedure -- The Reading Supervisor will develop or select at least 15 simulated situations each of which represents an individual, group, or professional problem related to reading and each requiring the services of a human resource from the community, the school system, or the college. The ET will select 10 simulated situations, present them to the teacher and judge the completeness and accuracy of the response.

C. Assessment -- Context: Level C

+ Indicator -- The teacher uses human resources to strengthen the reading program.

+ Criteria -- The teacher can explain and give rationale for the use of at least 5 human resources during a 3-month period.

+ Procedure -- The teacher will explain and present rationale for the choice of specific human resources that have been used to improve the reading program. The ET will judge the appropriateness of the choice in relationship to the rationale.

(21) The teacher assists students to develop skills in self-evaluation.

A. Assessment -- Context: Level C

+ Indicator -- Students understand teacher's interpretation of assessment data.

+ Criteria -- 90% of the children receiving interpretation of data from the teacher can explain that interpretation accurately.

+ Procedure -- The ET will observe teacher providing students with interpretation of assessment data and will interview those students. The ET will compare the explanation of the students with the interpretation provided by the teacher.

B. Assessment -- Context: Level C

+ Indicator -- The students can explain their own strengths and weaknesses in terms of specific objectives.

+ Criteria -- 70% of those students who in the opinion of the teacher, have received interpretation of assessment data, can explain their own strengths and weaknesses in terms of specific objectives.

+ Procedure -- The teacher provides the ET with a list of children who have received this information. The ET will select at least 7 of these children to interview to determine whether the child can explain his/her own strengths and weaknesses in terms of specific objectives.

APPENDIX A

The following is an example of the Evaluation Record of Competencies Achieved planned for inclusion in the final draft of this Document.

A RECORD OF COMPETENCIES ACHIEVED

Teacher _____

Teacher-Pupil Relations

1. The Teacher can give corrective feedback which pupils accept as supportive.

Comments:
Evaluation Team

2.

3, etc.

Teacher: _____

Arithmetic

1. The teacher demonstrates a general knowledge of cognitive development as it pertains specifically to children's understanding of arithmetic concepts.

Comments:
Evaluation Team

2.

3, etc.

Teacher: _____

Reading

1. The teacher demonstrates general knowledge of the physical, emotional, cognitive, and psycholinguistic development of children, specifically related to the learning and teaching of reading.

Comments:
Evaluator

2

3, etc.

Note:

The following Glossory of Terms is included as a result of requests or suggestions from members of the three committees as well as from some parents and teachers not members of the committees but interested.

These definitions are given here in the hope that readers may find them helpful in their interpretation of the material in this instrument.

APPENDIX B

GLOSSORY OF TERMS

Achievement level -- how well a person is doing in relation to a specific instructional objective or group of objectives.

Anecdotal records -- A written record of conversations between students and students, student/parent, teacher/student, teacher/parent.

Assessment data -- Information that tells how well a pupil is doing or what difficulty the pupil may be having in relation to a specified objective.

Assessment instrument -- A test, or questionnaire designed to provide information to the teacher about any facet of a child's behavior.

Boundaries -- Boundaries between acceptable and unacceptable behavior the rules of the classroom.

Competency -- A statement of the Knowledges, Skills, or Behaviors expected of the teacher. Each statement will be accompanied by at least 1 Assessment.

Continuing assessment -- The use of evaluation as an ongoing process utilized to continually refine and improve instruction.

Corrective feedback -- Information given a pupil about performance or behavior in relation to an objective or a classroom rule.

Diagnostic . . . instruments -- Tests (formal or informal) designed to indicate why a person is having difficulty learning a given skill, knowledge, or concept.

Flow chart -- A method of diagramming a procedure or process, step-by-step.

Feedback -- Information provided to the learner about how he is progressing in relation to a specific objective.

Grouping and grouping strategy -- refer to the way in which a teacher organizes groups of children for instruction -- includes entire-class grouping, small-group, pairing, individualization or combination of these categories.

Independent level -- The degree to which a pupil can work on an independent basis, without help and without undue frustration.

Instructional level -- That level at which a child understands at least 80% of the words or ideas.

Instructional materials -- Books, films, object, and such used to help a learner achieve a specified instructional objective.

Instructional material -- Any resource -- books, films, objects, and such--used to help pupils achieve an instructional objective.

Instructional objective -- A teacher's objective for the learner -- What the teacher wants the pupil to know or be able to do as a result of instruction.

Instructional program -- Long-range plans and objectives for children.

Interest inventory -- A check-list or open-ended questionnaire used to determine the range and depth of student interests.

Learning activities -- What the teacher plans for the learner to do in relation to a given instructional objective.

Learning modality (learning style) -- The way or the circumstances in which the pupil seems to learn best -- for example, a pupil may respond best in a structured setting as opposed to a more open environment -- or he may learn best from visuals, as opposed to audio materials.

Non-verbal responses -- All the ways we communicate with people other than through the spoken word -- writing, facial expressions, gestures, all kinds of "body talk."

Peer relationships -- Social relationship with other children in the class.

Peer status -- A pupil's standing in relation to all pupils in the classroom in terms of a designated kind of behavior, i.e. social, leadership, athletic, size, weight, etc.

Performance records -- Data on how a pupil is doing in relation to a set of objectives -- might include information showing growth over time.

Psycholinguistics -- The study of the interrelation of language and the behavioral pattern of its users.

Reading instruction period -- That amount of time established by the teacher for reading instruction -- may be at the same time each day, for the amount of time, or varied.

Record-keeping procedures -- Means and methods of collecting, cataloging, storing, and making available student data.

Simulated -- A hypothetical situation but representative of a real classroom situation -- such as a role-play, game, case study, and such.

Sociogram -- An interview or check-sheet in which the pupil indicates those peers he would most like to work with, sit next to, etc., and those peers that he would least like to work with, sit next to, etc.

Status assessment -- The process of determining where a pupil stands in the social environment of the classroom in the eyes of other pupils, in his own eyes, in the eyes of the teacher.

Teaching techniques -- Like "teaching strategies" -- the methods a teacher uses, as opposed to the materials used, i.e. lecture, individualization, small group instruction, etc.

Teaching Strategies -- Generally refers to the methods used by a teacher -- as opposed to the materials or resources used -- includes such techniques as lecture, Socratic, dialogue, individualization, drill, etc.